



TRANSITION AND ENGAGEMENT Research Document 6

This research document has been developed by the CEOM Student Wellbeing Unit to support schools in their explorations of the multiple transitions that children and young people experience over the course of their educational careers K–12 and beyond. The CEOM believes that the support offered to children and young people by families and schools at these important times can determine whether students remain engaged and connected to school and ultimately have a successful educational experience. This research document has been developed to guide and support schools in providing positive experiences for children, young people and families in a context where a welcoming and inclusive approach to all families choosing a Catholic education is a key mission of the CEOM.

Every day is transition day

Students make many formal transitions in and between schools: from home or pre-school to school, from grade to grade, from primary school to secondary school, from compulsory education to post-compulsory education and to further education, training or work. Some students also make transitions as they transfer from school to school, from intensive language centres to schools, or back into school after illness or suspension.

Each of these transitions involves students' expectations and concerns, and the processes of leaving one location, settling into another, leaving old friends, making new friends, and continuing learning and development. Transitions are not just isolated events, but involve the context in which they happen.

These points of transition are critical moments in determining students' wellbeing and learning. Many of the important transitions between educational settings occur at times of rapid student growth and development, when they are concerned about issues of identity (who am I?), relationships (how do I relate to others?) and future (what will I be?). How they approach these transitions, and how they fare through them, may be determined by many factors at home and at school.

Importantly, the impact of transitions is also influenced and shaped by institutional responses. For schools, some transitions have particular consequences because of the degree of change involved or because of the numbers of students undergoing that transition at the same time. While schools have traditionally focused on the transitions of groups of students from one institution to another (entry to primary school, primary to secondary school, or from school to post-school options) the same principles and consideration need to be applied to other transitions. Importantly, some schools are also developing a focus on students' transitions from grade to grade or transferring from another school, and the experiences of refugee or immigrant students arriving at the school, or that of students returning to the school after illness or suspension.

How we prepare for and manage these transitions will influence whether or not the transition is a positive and successful experience. For example, there is now clear evidence that a good start to schooling strongly influences students' ongoing wellbeing (CEIEC 2008, p.14). An attention to making transition a positive and exciting challenge can ensure that students remain engaged with their learning. This document provides a framework within which all these transitions should be considered and planned, and draws particularly upon work being carried out by schools on the transition of students from primary to secondary school.

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The importance of transition

The challenges that are involved in school transitions shape students' development in positive or negative ways. Students report that such transitions raise their expectations and provide excitement about new subjects, new contexts, possibilities for greater responsibility, and learning new things. In some cases, these transitions provide students with a chance to break from previous negative experiences and make a fresh start.

However, handled badly, the challenge of transition can also be stressful and negative (Townsend 2004); it can confuse and bewilder students, disrupt relationships, and halt learning and growth. These wellbeing issues are strongly linked to students' learning and health (CEOM 2008). For these reasons, transition evokes a variety of emotions, anxiety and concerns, both for students and for their parents (Hill 2007).

There has been substantial research about the impact of transitions from home to school, and from primary to secondary school – the transitions that involve substantial organisational change. For example, between primary and secondary schooling, there can be 'radically different cultures of schooling' (Howard & Johnson, 2004, p.1) that confront students with new and usually much larger buildings, new and often longer journeys to school, change of classmates, new subjects, more homework, and a more complex curriculum in which one familiar teacher is replaced by many teachers (Hill 2007; Hotton et al. 2004b, p.6). Some research has identified 'five bridges that must be crossed at once': bureaucratic, social and emotional, curriculum, pedagogy, and management of learning (Barber 1999). Others talk of five major areas of adjustment that students face when they shift location, e.g. between states: the formal institutional setting; the informal school setting; the new academic setting; the new social order; and the new personal and family environment (Hotton et al. 2004b, p.9–10).

For the great majority of students, such transitions happen smoothly, with little disruption to wellbeing or learning (Evangelou et al. 2008). Consistently, studies about the movement from

primary to secondary school have found that most students perform satisfactorily or better in academic work following a transition (Graham & Hill 2003).

A successful transition for these students is defined by key features or indicators and these contribute to their continued learning and growth (Evangelou et al. 2008, pp.ii and 53–54):

- Developing new friendships and improving self-esteem and confidence
- Settling well into the new school life, so there are no concerns for parents
- Showing an increasing interest in school and school work
- Getting used to new routines and school organisation
- Experiencing curriculum continuity.

However, for a significant minority of students, the transition process has been associated with a 'dip' in both engagement with school and learning (Evangelou et al. 2008). For these students there are signs of disengagement following transition: increased non-attendance, lower motivation, poorer concentration, lower enjoyment and more boredom. For some students, transition is associated with truancy, school failure, non-compliance and inappropriate behaviour (Howard & Johnson 2004). The dip in performance and associated signs of disengagement do not occur in all studies nor in all schools, pointing to the important influence that school approaches and programs can have to ensure that transition is successful for all students.

Whether a transition happens smoothly or results in disruption of learning is also influenced by issues such as the socio-economic status, race and location of students (Smart et al. 2008; Galton et al. 2000). For example, students from disadvantaged families face extra challenges (Smart et al. 2008), and students from culturally and linguistically diverse populations, particularly those from refugee backgrounds, may have already experienced a number of traumatic transitions, or have experienced rapid changes in physical, emotional and intellectual areas of development (Victorian Foundation for Survivors of Torture, 2004).

The more familiar people can become with the situation surrounding the change, and the more they can participate in managing the change, the more they can anticipate it with excitement rather than fear.

(Ashton, 2008b, p.5)

Similarly, large numbers of families and students who move schools, e.g. interstate, can experience substantial disruption to learning and wellbeing (Hotton et al. 2004b, p.6). Where students report experiencing bullying, this has particularly been associated with a negative transition and failure to achieve the positive indicators of a successful transition (Evangelou et al. 2008, p.54).

A systematic literature review about transition (McGee et al. 2004, cited in Evangelou et al. 2008, p.4), identified eight themes concerning the impact of and responses to transition: decrease in academic achievement; social adjustment to a stressful time; linkages between schools and continuity of curriculum offerings; organisational issues including students' responsibility for their own learning; pupils' perceptions, whether positive or negative; cultural factors including specific problems and concerns; socio-economic factors and family support; and gender differences.

There has recently been increased attention placed on listening to the voices of students about transition. However, studies have noted that young people are often not involved appropriately in their own transition planning process and that relatively few and recent studies even draw on children's perspectives (CEIEC 2008, p.21).

Where they have been heard, students raised a range of issues: having mixed feelings of transition; leaving old friends and making new friends; bullying; getting lost; racism; being the only child from their primary school; having a variety of teachers; growing up; school choice. It has also been noted that learning issues were rarely raised (Ashton 2008a, p.1) beyond concerns about workload and homework. Students' concerns are, not surprisingly, diverse: 'Not all students expressed the same concerns. While some students seemed to be more concerned about the increase in their workload or harder work, other students seemed to be more concerned about social relationships and "fitting in" ' (Johnstone 2002, p.6).

This research has, however, consistently found four results, particularly in early childhood areas (CEIEC 2008, p.21):

- Children have valuable knowledge about what matters to them in their transition.
- Children have different perspectives to adults on what matters.
- Children need more opportunities to speak about what makes it easy and what makes it hard.

Those who move see more of the world than those who stay in the same place. Change brings new experiences, new learnings and new challenges to master. Every challenge can be a plank in building a child's confidence so that he or she can survive and thrive in a world that will always change. Resilience is laid down partly by overcoming stress and meeting challenge. A resilient child will, by and large, have a go at new things more readily, persist when things get tough, survive and achieve (Hotton et al. 2004a, p.12).

- Children can experience a loss of competence and skill on entering/changing school.

For students, the possible causes of problems with transition have been identified as social disruption (loss of friends), curriculum discontinuity, homework difficulties, lack of challenge in schoolwork, different approaches to streaming and setting, and loss of status (Galton et al. 1999).

All studies emphasise the importance of the attitude of schools to transition, which shape approaches taken by them. Successful transition is aided by schools that prepare students and families (Lord et al. 1994; Rudolph et al. 2001, cited in Roberts (nd)) with well-designed approaches that maintain the strong sense of belonging felt by students in previous settings (e.g. home or primary school). While much attention has been paid to the relational aspects of transition, there is now increased attention to students' learning needs, especially student management of their own learning and hence of transition.

The studies also emphasise the importance of positive messages. 'Optimistic statements from parents and primary school staff aid transition by promoting beliefs about students' ability to adapt to the transition' (Barber & Olsen 2004; Wargo Aikins et al. 2005, cited in Roberts (nd)).

The key message from the research is that transition can be made much easier when anxiety is turned from fear into excited anticipation (Lucey & Reay 2000, cited in Ashton 2008b).

Frameworks for transition and engagement

A successful transition ensures that students connect to and engage with a new school setting. Engagement means more than attendance and compliance; it involves the active participation of students in their learning and development.

Engagement with and connection to school has a positive impact on a student's academic achievements; it reduces bullying, emotional distress, absenteeism, violent and disruptive behaviour and increases school retention rates (*Wingspread Declaration* 2004).

Therefore transition is a wellbeing issue. Wellbeing refers to students' physical, social, emotional, spiritual and cognitive development, and recognises that students with positive social and emotional health are more likely to engage readily in learning as they make continued transitions.

For the Catholic Education Office Melbourne, the **Student Wellbeing Framework (2011–2015)** provides the broad context for a school's approach to transitions. Each of the Strategic Themes of the **Student Wellbeing Framework** (*Leading Wellbeing, School Community Partnerships for Learning, and Learning Environments*) has direct relevance to transition approaches.

The World Health Organisation's Health Promoting Schools (HPS) Framework and its interlinked domains have special relevance to plans for action around transition:

- **School policies and practices:** a school's transition policy and approach are established and underpinned by the explicit values, beliefs and principles of the school – which arise, in turn, from the school's vision and mission.
- **Curriculum, learning and teaching:** schools continually review and update their curriculum content and their learning and teaching approaches to provide rich and meaningful opportunities to enhance student connectedness and engagement, and to ensure continuity of learning during transitions.
- **Organisation, ethos and environment:** the internal and external environment of the school – including its structures and relationships – contributes to the health and wellbeing of all students, particularly through transition processes.
- **Partnerships with parents and the wider community:** family support and attachment are important for successful transitions and the ongoing promotion of wellbeing; school–community partnerships build the school as a central part of their communities and also enhance its capacity to respond to students with complex needs.

School approaches to transition: phases, bridges and themes

Traditional approaches to transition have focused on one or two events that have provided information, such as taster or orientation days. Schools need to include but go beyond these events, to address the whole transition process. Successful school approaches to transition usually involve a mix of three approaches: 'changing schools', 'preparing the child' and 'seeking program continuity' (CEIEC 2008, pp.16–17).

Phases

There are four important **phases** in the transition process (drawing upon NSW DET 2007):

- **Preparation:** This is time allocated for carefully planned activities before the transfer, in which students are prepared through provision of information, contact between settings and individual and group discussions.
- **Transfer:** This is the time of student movement and interaction between the settings, involving sharing of information, orientation activities and active participation in transition activities and investigations by students.
- **Induction:** The time of arrival at the new setting is supported through the provision of orientation and welcoming programs to support students to settle into the new setting.
- **Consolidation:** Transition continues with initiatives in the new setting that support the student to merge into the school's general learning and wellbeing activities and enable students to further manage their own learning.

Bridges

'Researchers in different countries are arguing increasingly that a transition to school program should be a bridge between settings for children and families; and that the bridge should consist of diverse activities involving the child and their family, together with educators and carers and the wider community' (CEIEC 2008, p.15).

Each of the transition phases includes school-initiated activities that respond to the 'five **bridges** that students must cross' (Barber 1999; Galton et al. 1999):

- **Administrative:** There is formal liaison and information exchange between the settings, including inter-school meetings, provision of information to students and families, and transfer of information about students' learning.

- **Social and personal:** Student-centred activities aim to reduce concerns and possible anxiety about the new setting, develop social relationships within the student group and build confidence.
- **Curriculum:** Schools share information about curriculum content between previous and new settings, to improve awareness of curriculum and continuity of students' learning and progress.
- **Pedagogy:** Teachers develop a shared understanding of how students learn and hence of effective teaching practices; there is greater alignment of teaching practices between the settings.
- **Management of learning:** All students are supported to manage their own transition and develop independent learning and reflection skills; they are provided with information about learning and achievement, and opportunities and confidence to articulate this.
- **Conscious commitment:** These communication and continuity initiatives are part of active transition planning, with the participation of students, families, teachers and schools. Schools and teachers develop explicit transition arrangements; students have an active voice and role in transition – that goes beyond articulating views or being consulted (and having their voices heard and taken seriously), to investigating and acting upon transition issues; parents are partners in exploring how transition will occur.

All of these bridges are vital areas for attention. For example, while relationships and friendships are important, to solely address these aspects of transition is to ignore the importance of structural and curriculum arrangements. While 'energy is spent on efforts at acclimatising students and smoothing the transition process', it is also vital to ensure that 'pupils' commitment to learning is sustained and their progress enhanced' (Vinson 2006, citing Galton et al. 1999), and to give 'attention to discontinuities in teaching approaches and helping students to manage their own learning' (Vinson 2006, p.16).

Themes

Within these phases and bridges, there are three key **themes** that involve initiatives for students and their families, and for teachers and schools:

- **Communication:** Schools make sure that information is shared about the process of transition and about the new setting; students and families communicate and investigate hopes, concerns and questions.
- **Continuity:** Based on the sharing of this information, arrangements are established to enable continuity of learning and growth, including adapting organisation, curriculum and pedagogy.

Working together

It is particularly productive for local clusters of schools to co-plan transition activities. For example, recognising that 'few efforts pay off as highly as does an effective transition between primary and secondary school' (NSW DET 2007), primary and secondary schools work together to develop better transition and engagement practices. There is clear evidence that effective collaboration between primary and secondary schools can bring immense benefits in continued attainment and wellbeing and can build trust between schools (Evangelou et al. 2008, p.5).

The short stories on the following page illustrate some school and system initiatives within this framework. They have been drawn particularly from the experiences of Catholic schools in the Archdiocese of Melbourne supported by the Australian Government Quality Teaching Program (AGQTP) in 2008–2010.

For some people and in some contexts, a child's first day at school is the beginning and the end of their 'transition to school'; so they aim to create programs or practices that make a child's first day at school a positive experience. However, other people believe that events before and after that first day at school can affect a child's experience of school and their subsequent academic success [and] ... from this perspective, a child's first day at school is just one event within a broader process (CEIEC 2008, p.15).

Some stories of transition

Refugee students: Language centre to school

Newly arrived and refugee students in an intensive Language Centre collected and discussed their peers' concerns and hopes for learning within the associated 'mainstream' secondary school. They then took the issues raised and sought answers within the secondary school. To communicate what they found, they decided to make a DVD showing how the secondary school operated, and what newly arrived students needed to know. They also decided that students and teachers in the mainstream school should see this DVD, so that they would also understand the experience, hopes and concerns of newly arrived students – and how they could assist them in making a smooth transition.

Student-controlled portfolio/passport

Students in Years 5 and 6 prepared a 'passport' to record details of their achievements and aspirations. These encouraged students to reflect on their own learning and development, and also to communicate key points of interest to their new teachers. All students, irrespective of their levels of success, were encouraged and supported to produce a positive document.

The passport enhanced the information passed on from the primary school to the secondary school, providing a view of the whole person, rather than just the 'student as worker'. It was an A4 display book and included pages addressed to Year 7 teachers: 'I learn best when...' and 'What I want you to know about me...'. Students also selected material about their interests and abilities, e.g. awards and certificates, photographs, school reports and examples of school work.

The passports were given to Year 7 teachers in Term 4, and these teachers then wrote a welcoming letter to each student. The passports were returned to students at the end of Term 1 with a personal note of acknowledgment.

'Back to' days

In a cluster of local primary and secondary schools, Year 7 students return to their primary school in Term 4 to meet with Year 6 students. Various activities are organised that enable the secondary school students to discuss what they have learnt about secondary school, and to advise students on what to expect. Both Year 6 and Year 7 students are prepared beforehand, with Year 6 students discussing what they want to ask Year 7 students, and the Year 7 students discussing what sort of information they think Year 6 students need to know. The focus is on the general approach to Year 7 rather than an orientation to a particular school, so that students not attending that secondary school, or not coming from the primary schools, can still gain or provide valuable insights into transition issues.

Students and Families

Conscious Commitment

Students and families have an **active engagement** with issues of transition, in which they experience (shared) control of what's happening to them. This includes students and families knowing more about transition, but also active work by students to investigate and act on transition issues with family and school support.

Communication

Information is provided for students and families about the transition process and what to expect, e.g. through booklets of information. Students are supported to express and communicate their hopes, concerns and needs.

Continuity

There is **continuity of experiences** for students and families in learning and support. Students are able to highlight how they learn, what they're good at, and what they need – and expect continued support. Students maintain strong peer relationships, e.g. by advising and supporting other students through transitions.

Teachers and Schools

Schools develop **policies and approaches** to transition that go beyond 'choice of school' or a one-off 'taster day'.

There is a focus on transition (in all its forms) within what the school does: a transition working group is formed, a transition coordinator appointed, interschool or cluster links are developed and appropriate policies and practices are put in place. The school regularly reviews its approaches to transition.

Conscious Commitment



Transition cluster

In several areas, pre-schools, primary schools and secondary schools have made a commitment to meet regularly to discuss and co-plan transition arrangements. These transition clusters are organised flexibly and involve, at various times, a focus on pre-school to primary school transition, and primary to secondary school transition.

Schools are regularly represented by the Transition Coordinators, Principals or Deputy Principals, but other staff members (e.g. Prep Grade teachers, Year 6 teachers, Year 7 teachers, Curriculum Coordinators) are invited and included where appropriate.

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Communication



Orientation day for students and visit of teachers

Each year, the Year 6 students visit their secondary school for an information session. Current Year 7 students take them on a 'learning walk' around the school to physically orient them to the buildings but also to provide peer-to-peer insights into the school culture. A teacher from the secondary school also visits all Year 6 classes to answer students' questions.

Teacher shadowing

A cluster of primary and secondary schools arranged for secondary and primary school teachers to 'shadow' a colleague for a period of time during their school day. During this time, the teachers observed how the lessons flowed, the types of instruction and class activities, the pace and changes in learning activities during classes and how teachers maintained productive learning. They were also able to identify stages of learning that students were at, and how students at different levels were catered for within one class.

Continuity



Teachers then wrote reflections on their observations, particularly about the differences between primary and secondary school settings and classrooms. They brought these observations about teaching styles, teacher-student and student-student relationships, room set-up, classroom dynamics and student learning back to their schools for discussion. In turn, this discussion prompted changes in some teaching approaches and expectations within the schools.

Such 'teacher shadowing' has also been referred to as 'teacher learning walks' which provide teachers with 'the opportunity to overcome stereotypical views about "what goes on in the other school" ' (Galton et al. 1999).

Teachers understand the learning needs of students and develop appropriate curriculum and learning continuity within classes across settings. School structures, practices, curriculum and pedagogy are designed to **maintain** as much **continuity of learning** as possible.

An audit for school action on transition

The following audit tool is designed to support schools (K–12) in beginning or reviewing their transition planning. Assess your school's **status** on each aspect of transition (e.g. beginning, consolidating, established), then, looking at what you do well and what you need to develop – and your current capacities and needs – indicate your **priority** for action in each area. The audit could also be used with students and parents to seek their perspectives and to initiate dialogue, shared decisions and action. For high priority items, define the **actions** that are needed and allocate **who will be involved** and **timelines** for these.

Conscious Commitment: School Policies and Organisation	Current Status	Priority	Action we need to take	Who will be involved	Timeline for action
There is a school policy on transition.		LOW MEDIUM HIGH			
A transition coordinator has been appointed.		LOW MEDIUM HIGH			
There is a transition committee or working group .		LOW MEDIUM HIGH			
There is a transition program or set of activities.		LOW MEDIUM HIGH			
There is a timetable for transition.		LOW MEDIUM HIGH			
There is an inter-school transition group and the school/setting is represented on this.		LOW MEDIUM HIGH			
Conscious Commitment: Student and Family Initiatives	Current Status	Priority	Action we need to take	Who will be involved	Timeline for action
Students articulate, discuss and reflect on their hopes and concerns about the new setting.		LOW MEDIUM HIGH			
Parents articulate, discuss and reflect on their hopes and concerns.		LOW MEDIUM HIGH			
Students investigate transition needs and arrangements.		LOW MEDIUM HIGH			
Students evaluate the previous transition experiences.		LOW MEDIUM HIGH			
Students return to their previous setting to advise students about transition.		LOW MEDIUM HIGH			
Parents meet with teachers in both settings to discuss transition arrangements.		LOW MEDIUM HIGH			
Communication and Information: Teachers and Schools	Current Status	Priority	Action we need to take	Who will be involved	Timeline for action
All relevant teachers know about the transition arrangements.		LOW MEDIUM HIGH			
An information folder about present and new settings is available for teachers and schools.		LOW MEDIUM HIGH			
There are web-based links between school settings.		LOW MEDIUM HIGH			
Teachers meet with colleagues from the other settings.		LOW MEDIUM HIGH			
There are visits of teachers between the settings.		LOW MEDIUM HIGH			

Teachers know about the curriculum of the other setting.			LOW	MEDIUM	HIGH			
Teachers know about the learning and teaching approaches of the other setting.			LOW	MEDIUM	HIGH			
Teachers know about the organisational structures of the other setting.			LOW	MEDIUM	HIGH			
Communication and Information: <i>Students and Parents</i>	Current Status	Priority	Action we need to take	Who will be involved	Timeline for action			
Information is provided to students and families about their new school setting.		LOW MEDIUM HIGH						
Information for families is presented in relevant languages and formats .		LOW MEDIUM HIGH						
Transition is discussed in classes with students in both settings (both planning and reflecting).		LOW MEDIUM HIGH						
Transition activities are conducted in classes with students prior to transition.		LOW MEDIUM HIGH						
Consolidating activities are conducted in classes with students during and after transition.		LOW MEDIUM HIGH						
There are orientation visits of students (and families) to the new setting.		LOW MEDIUM HIGH						
Continuity: <i>Student and Family Initiatives</i>	Current Status	Priority	Action we need to take	Who will be involved	Timeline for action			
Students construct and bring learning portfolios to their new setting.		LOW MEDIUM HIGH						
Students' learning portfolios are used in the new setting.		LOW MEDIUM HIGH						
Students continue to feel valued and supported in the new setting.		LOW MEDIUM HIGH						
Parents maintain links with teachers in the new setting to discuss transition responses.		LOW MEDIUM HIGH						
Parents continue to feel welcome in the new setting and have valued roles.		LOW MEDIUM HIGH						
Continuity: <i>Teacher and School Initiatives</i>	Current Status	Priority	Action we need to take	Who will be involved	Timeline for action			
Teachers experience the learning and teaching approaches of the other setting.		LOW MEDIUM HIGH						
Teachers adapt their classroom approaches to assist transition.		LOW MEDIUM HIGH						
There is continuity in curriculum between settings.		LOW MEDIUM HIGH						
There is continuity in learning and teaching approaches between settings.		LOW MEDIUM HIGH						
There is continuity in organisation and structures between settings.		LOW MEDIUM HIGH						

Further reading list and resources

The following resources support transition initiatives:

1. **Catholic Education Office Melbourne** *Every Day is Transition Day* (DVD) was produced to capture the learnings of Catholic school communities involved in the AGQTP 'Modelling Safe Schools within the National Safe Schools Framework: Transition and Engagement in Catholic School Communities' initiative 2006–2010.

2. **State Departments of Education** have produced web and print resources on various aspects of transition. In Victoria, the Department of Education and Early Childhood Development (DEECD) has produced *A Positive Start to School Resource Kit: Resources for transition to primary school* <www.education.vic.gov.au/earlylearning/transitionschool/default.htm> and the *START Manual: Resilience and engagement resources for transition from primary to secondary school* <www.education.vic.gov.au/studentlearning/programs/drugeducation/tchlearnteach.htm>.

In NSW, the Department of Education and Training (DET) has online resources for the transition from primary to secondary school: <www.schools.nsw.edu.au/gotoschool/highschool/transitions/index.php>.

3. The **Australian Government** is developing a project to support the transfer of students from one state to another through the provision of uniform student data <www.mceecdya.edu.au/mceecdya/isdtn_interstate_student_data_transfer_note,12095.html>.

Such movement of students between schools has been of particular concern to the Defence Department, and a kit of valuable education resources has been produced <www.dest.gov.au/sectors/school_education/publications_resources/profiles/students_move_changing_schools.htm>.

4. Graduate students at **La Trobe University** have produced useful resources to assist students to 'step up' during the transition from primary to secondary school <www.latrobe.edu.au/hcs/resources/tpss/index.html>.

Information about **Student Action Team** approaches is available at <www.asprinworld.com>.

5. Specific resources to support the transition of **refugee students** into schools have been produced by various groups:

Refugee Student Resource Pack <online.cesamet.adl.catholic.edu.au/docushare/dsweb/Get/Document-10802/ARA+School+Support+Kit+PDF.pdf>

Whole School Guide to Refugee Readiness <www.startts.org.au/default.aspx?id=306>

School's in for Refugees: Whole School Guide to Refugee Readiness <www.foundationhouse.org.au/LiteratureRetrieve.aspx?ID=25051>

Transition Support for Refugee Students <www.education.vic.gov.au/studentlearning/programs/esl/refugees/safetransition.htm>

6. In the **United Kingdom**, local government transition initiatives such as those in the **Blackburn with Darwen** area have developed useful research and programs. They have reported on the voices of students about transition, developed guidelines, and summarised many practical examples of approaches <www.blackburn.gov.uk/server.php?show=ConWebDoc.44795>.

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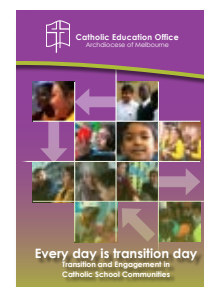
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Also available

CEOM Student Wellbeing Research Documents:

- *Research Document 1: Student Wellbeing* (October 2006)
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Every Day is Transition Day: Transition and engagement in Catholic school communities (DVD), Catholic Education Office Melbourne (CEOM), Melbourne.